WOMEN’S GLOBAL HEALTH AND HUMAN RIGHTS

COURSE DESCRIPTION: (three credit-course)

The credit standard for this course is met by an expectation of a total of 135 hours of student learning activity with the courses learning activities (45 hours per credit), which include reading, writing, discussions, studio time, and other student work as described in this syllabus.

This course takes a human rights approach to provide an overview of health issues within the context of women’s life cycles – childhood, adolescence, reproductive years, and aging. We will pay special consideration to the socio-cultural and economic factors that play a role in women’s access to quality basic health care. Particularly important will be to understand women's capacities to have good health and manage their lives in the face of societal and cultural pressures and obstacles. Attention will be given to critical issues of women's health such as the demeaning of women, poverty, unequal access to education, food, health care, and gender based violence. Such issues as maternal mortality, sexually transmitted diseases, harmful traditional practices, and sex trafficking will also be discussed.

The slogan, “Healthy Women, Healthy World” embodies the fact that as caretakers of family health, women often play a unique role in maintaining the wellbeing of their families and communities. Women’s access to quality basic health care, family planning and obstetric services can be improved through commitment to basic human rights.

In our search for women’s global health we will depart from the understanding that concepts and definitions are often arbitrary and relative to a multitude of circumstances. For that reason, we will strive to move away from general arguments and statements like “Women from low/high income countries” or “Women from low/high resource countries;” we will rather focus on communities (large or small) than on countries.

Course materials will draw from a wide variety of sources, including information about women's organizations inside and outside the US. After the second week, each consecutive week will be devoted to a particular phase of a life-course and/or a health issue related to that phase. At the end of the semester, students will conduct a Special Women’s Health Summit focused on in-class selected communities and based on women’s health and human rights. Beginning early April, students will meet in small groups to prepare for a Women’s Health Summit.

The topics covered in this course are very sensitive and sometimes difficult to discuss. Lectures, discussions, assignments and all activities in this class have been designed to think critically on gender, health, and human rights in a contemporary global context. In order to achieve that desired level of critical thinking, our class will be based on the principles of shared empowerment, courtesy, generosity, compassion, trust and respect. Ultimately, we will strive to develop a sense of personal and shared responsibility, and a deep connection with women’s health globally.
Course Outcomes:
Students in this course will gain broad exposure to a number of women’s health issues and the interdisciplinary theorizing of feminist, medical social scientists, and public health scholars. Learning outcomes include:
1. Apply ethical frameworks and key Gender and Women’s Studies concepts to Global Health and Human Rights issues. Acknowledge that health is both a physiological and a socio-cultural experience, and recognize ways in which gender and other categories of social inequality influence women’s health around the world.
2. Identify the link between global women’s health issues and local concerns.
3. Develop critical thinking through readings, writing, and oral presentation skills. Express ideas formally and effectively in verbal and written form through research, presentations/discussions and through the UN Women’s Summit assignment.
4. Engage critically with social institutions that influence women’s lives and women’s health around the world—politics, healthcare systems, the economy and education among others.
5. Link theory with practice; recognize and advocate for social change at the local, national and transnational levels.
6. Be able to work collectively towards the common goal of advocating for women’s health and women’s rights globally.

Required Readings:
All required readings will be available through CANVAS. The information posted online will NOT be distributed in class. It is your responsibility to check CANVAS for readings, activities, extra materials and updates.

COURSE REQUIREMENTS AND GRADING POLICY

Attendance:
Students are expected to attend all lectures (attendance sheet will be signed every lecture). If you must be absent from lecture due to illness, religious observance, or family emergency, please inform the professor and obtain the lecture notes from a classmate. It is your responsibility to get the notes for any lectures that you miss. Considering that this class only meets once a week, more than two absences will adversely affect your final grade.

One Midterm Exam: More specific guidelines will be provided
One Policy Letter: More specific guidelines will be provided
Discussion and participation: Class sessions will involve discussions, student presentations, in-class exercises, lectures (including guest lecturers), and films. Active participation in class discussion is required and essential for the success of the class. For the required readings, students will prepare discussion questions in advance and will have to use them as a guide for facilitating class discussions. Students are expected to regularly attend class and complete all assigned readings in advance of lecture in order to facilitate discussion.

Final paper: Research or Analysis paper on a women’s health issue (10-15-pages; 20-25 pages for grad students; not including bibliography page). The topic could be either a domestic U.S. issue or an international issue that focuses on any community or region.

Women’s Health Summit: “A Healthy Future for Women and Girls” Detailed instructions will be discussed in lecture and posted in CANVAS.

Letter Grades will be based on the following scale:
A 93-100
AB 88-92
B 83-87

C 70-77
D 65-69
F under 65
Late, Missed, or Incomplete Work: Except for reasons beyond your control such as serious illness or emergency, your grade will be reduced each day an assignment remains incomplete or not turned in. After a week, we will not accept late, incomplete, or missed work, and you will receive an "F" for that portion of your grade.

Incomplete grades will not be given EXCEPT in situations of serious illness or family emergency, which must be documented.

**General Course Grading and Important Dates:**

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<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
<th>Date</th>
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<tbody>
<tr>
<td>Reaction to Lecture</td>
<td>20%</td>
<td>Monday March 11&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Policy Letter</td>
<td>20%</td>
<td>Monday April 15&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Attendance, Discussion and Participation</td>
<td>20%</td>
<td>On-going, every Monday</td>
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<tr>
<td>Women’s Health Summit</td>
<td>20%</td>
<td>Preparation &amp; Final Presentation April 29&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Final Research Paper</td>
<td>20%</td>
<td>(Digital copy in CANVAS and hard copy in my office before Friday May 10 at noon)</td>
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**STUDENTS RESPONSIBILITY**

**Course Material:**

For exams, students will be held responsible for all material covered in lectures, readings, additional materials (e.g., CANVAS posts), and discussion sections. Attending lecture is the best way to know what materials will be most important for you to focus on in your studying. All required readings must be completed BEFORE lecture and discussion. Films shown in lecture are considered instrumental to the class and will be included on exams.

**Cell phones, computers and other devices:**

- **Cell phones** are PROHIBITED. Please turn your phone off as soon as you enter the classroom.

- **Computers** are allowed in lecture for note-taking purposes ONLY and if approved by Professor Alonso (sign the contract in Appendix B if you intend to use yours during lecture). Coming to lecture means paying attention, taking notes, and challenging your own way of thinking. If you come to class and engage in Facebook, Twitter, Instagram, email, online shopping and so on instead of paying attention to the lecture, you are not only wasting your own time, but you are also showing disrespect toward your professor, and your classmates.

**If you are approved to use a laptop computer during class, you must sit at front of the classroom.**

This rule is necessary to ensure an optimal learning environment for everyone in the class.

The instructor retains the right to prohibit the use of computers in class for ALL GWS535 students if disrespectful behavior of using computers during lecture for non-academic purposes is witnessed.

**Women’s Health Summit:**

No devices at all are allowed/needed during the Women’s Health Summit. All devices must be inside purses or backpacks and may not be accessed while you are in the room.

**Lecture Etiquette:**

- Please arrive before class begins. Students who arrive late can be terribly distracting to others in the class, including the professor.

- Do not talk during lecture, videos, etc. Talking distracts others around you.

- At the conclusion of lecture, please do not close your books, move your writing table, stand up, or start talking before the instructor is done talking.

**Accessibility:** "No otherwise qualified person with a disability in the United States shall, solely by the
reason of disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance” (Section 504 of the Rehabilitation Act of 1973). The University of Wisconsin-Madison complies with all applicable federal and state non-discrimination law and supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life.

Please let us know if you require any alternative accommodations or if you have any accessibility concerns that may affect your performance in this course. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

The McBurney Resource Center (www.mcburney.wisc.edu), located at 702 West Johnson Street, provides useful assistance and documentation for a range of needs and concerns, 608-263-2741 (phone), 608-225-7956 (text), or email mcburney@studentlife.wisc.edu.

Plagiarism and Academic Misconduct: Plagiarism means presenting the words or ideas of others without giving them credit. It is your responsibility to learn what constitutes plagiarism and the correct rules for citing sources. In general, if your paper implies that you are the author, the ideas and words must be your own. If you use someone else’s exact words, they should be enclosed in quotation marks with the exact source listed. Please, refer to the Dean of Students’ web page for further information: www.wisc.edu/students/ams.htm

Examples of Academic Misconduct include but are not limited to: cutting and pasting portions of a text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source; using another person’s ideas, words, or research and presenting it as your own by not properly crediting the originator; signing another person’s name to an attendance sheet. For more details refer again to the Dean of Students’ web page: www.wisc.edu/students/ams.htm This Website also has useful information on what do to if you are charged with academic misconduct.

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.”

Topics, Readings and Assignments:

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<th>Week 1 Monday 1/28</th>
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<tr>
<td><strong>Getting Started</strong></td>
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<td>• Course format and class dynamics</td>
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<td>• Syllabus</td>
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<td>• What can you expect from this class?</td>
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<td>• What are my expectations as your instructor?</td>
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<td>• Student Information Sheet</td>
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**Women's Rights are Human Rights** Introduction and overview of the course
**Readings:**


**Week 2 Monday 2/4**

**What is there about women's health that makes it a significant topic for study? Definitions and beyond. Relativism, Universalism, Critical Pragmatism**

**Readings:**


- Global Health Observatory (GHO) Data http://www.who.int/gho/en/


**Week 3 Monday 2/11**

**Why Gender and Health? Women’s Health and Human Rights. Definitions and beyond. Advancing women’s reproductive health and wellbeing from the perspectives of public health and human rights. Health, Disease and Gender. Mainstreaming Gender into the Health Agenda. How does gender affect disease?**

**Readings:**


**Week 4 Monday 2/18**

**Women’s Rights and Health: Access to clean water and sanitation**
Readings:
- UNICEF. Water, Sanitation and Hygiene: WASH for Women
  http://www.unicef.org/wash/index_womenandgirls.html

- Mahon, Therese and Maria Fernandes. Menstrual hygiene in South Asia: a neglected issue for WASH programmes. Journal Gender and Development: Water, Page 99-113 | Published online: 25 Feb 2010

- O’Reilly, Kathleen. Combining sanitation and women's participation in water supply: an example from Rajasthan, Journal Development in Practice
  Volume 20, 2010 - Issue 1 Page 45-56 | Published online: 11 Jan 2010

  2004 Nov; 10(11): 2025–2026
  http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3328991/

- Riedel, Eibe. “Realizing the Human Right to Water in Local Communities: An Actor-Oriented Analysis”

Week 5 Monday 2/25

Born a Girl: Critical issues of girls' childhood. Access to health care for the girl-child. Adolescence and vulnerability

Readings:
  http://dx.doi.org/10.1371/journal.pone.0002224

- Sharma, Manisha. Killing the little girls of the world – the lingering problem of female infanticide. Teaching Sociology, June 24 2013


- The Adolescent Girl Vulnerability Index (the case of Uganda); only review some illustrations, TBA


Week 6 Monday 3/4

Adolescence and reproductive health. Understanding harmful practices inside-out and outside-in

Readings:
- WHO Female genital mutilation, February 2016


**Week 7 Monday 3/11**

**Reproductive Health; Maternal Health**

**The capabilities Approach.**

**Readings:**
- WHO. Mental health aspects of women’s reproductive health: A global review of the literature, 2009 (selective parts, TBA)
- Nupur Ray. Nussbaum’s Capabilities Approach: A Glance through Indian Philosophical Tradition. Centre for Political studies, Jawaharlal Nehru University, New Delhi

**Reaction to Lecture Take-Home**

**Monday 3/18 NO CLASS SPRING BREAK**

**Week 8 Monday 3/25**

**Reproductive Health (cont.) Access to abortion and family planning**

**Readings:**

- Paul et al. “Unsafe Abortion in Sierra Leone: An Examination of Costs and Burden of Treatment on Healthcare Resources.” Journal of Women's Health Care, 2015, 4:2


Abortion laws worldwide, with maps (just for consultation)

https://www.guttmacher.org/factsheet/induced-abortion-worldwide
Induced Abortion Worldwide, Guttmacher Institute (for consultation on global issues regarding abortion)

Week 9 Monday 4/1

Gender-Based Violence (GBV) in Global Context: An Obstacle for Global Health and Development

Readings:

Available at: http://vc.bridgew.edu/jiws/vol11/iss4/3

Video documentary, Rape as a weapon of War in Congo:
https://www.youtube.com/watch?v=pBJ6ycCPawo

Week 10 Monday 4/8

Women in War and Refugee Situations. Women’s health and special needs in times of war and/or conflict.

Pre-Preparation for Women’s Health and Well-Being Summit

Readings:
- Amnesty International. “Female refugees face physical assault, exploitation and sexual harassment on their journey through Europe.” January 18, 2-16


- Aljazeera. “Life as a female refugee: 'You don't know who to trust,'” February 2016

**Week 11 Monday 4/15**

Globalization, women’s health and women’s work. Sex work, sex trafficking and health.

Pre-Preparation for Women’s Health and Well-Being Summit

**Readings:**

- Zimmerman, Cathy. The health risks and consequences of trafficking in women and adolescents findings from a European study, London School of Hygiene & Tropical Medicine. 2003

- Fernandez Rodriguez de Lievana, Gema and Keina Yoshida. Human Trafficking as a Gendered Phenomenon: CEDAW in perspective, 1-Immigration Asylum 32_1 text.indd 28, 04/01,2018

Pre-Preparation for Women’s Health and Well-Being Summit

POLICY LETTER, hard copy in class and digital copy in CANVAS before lecture

**Week 12 Monday 4/22**

Aging and the end of life. Growing older: menopause; widowhood, poverty; access to services

Trying to find solutions. Using the force of women for peace, development, health and wellbeing. Making a difference and choosing priorities for women’s health and women’s rights across cultures, political systems, ideologies and religions.

Preparation for Women's Health and Well-Being Summit.

**Readings:**
- WHO Ageing And Health: A Framework For Action

**Week 13 Monday 4/29**

Women’s Health Summit “A Healthy Future for Women and Girls Globally”

HAVE A TERRIFIC SUMMER FULL OF ACTIVISM FOR WOMEN’S HEALTH AND WOMEN’S RIGHTS!!!
APPENDIX A: Recommended Resources on or Near Campus

Disability Access

The McBurney Disability Resource Center
www.McBurney.wisc.edu or call 263-2741

University Health Services (UHS) Mental Health Support

UHS Mental Health and Counseling Services
http://www.uhs.wisc.edu; 608-265-5600; 333 East Campus Mall

UHS Mental Health Crisis Intervention Services
24 Hour Hotline: 608-265-5600

Reproductive and Sexual Health Services & Resources

University Health Services: Sexual Health Clinic/Blue Bus
http://www.uhs.wisc.edu/services/medical/sexual-health/; 608-265-5600; 333 East Campus Mall

University Health Services: Women’s Health Clinic
http://www.uhs.wisc.edu/services/medical/womens-health/; 608-265-5600; 333 East Campus Mall

AIDS Network of Madison
http://www.aidsnetwork.org/; 608-252-6540; 600 Williamson St, Suite H

Planned Parenthood
www.plannedparenthood.org; 608-256-7549; 1-800-230-PLAN; 111 King St, #23

Sex Out Loud
http://www.sexoutloud.com/

A Woman’s Touch
http://www.a-womans-touch.com/; 888-621-8880; 600 Williamson St

Sexual Violence Support, Counseling, and Resources

Dane Country Rape Crisis Center
http://danecountyrcrcc.org/; call 608-251-5126
24-hour crisis line at 251-RAPE
Wisconsin Coalition Against Sexual Assault (WCASA)
http://www.wcasa.org/; 608-257-1516

End Violence on Campus (EVOC)
http://www.uhs.wisc.edu/evoc/

Promoting Awareness Victim Empowerment (PAVE)
http://www.uwpave.com

**Domestic Violence and Intimate Partner Violence Crisis and Trauma Support**

Domestic Abuse Intervention Services (DAIS)

Wisconsin Coalition Against Domestic Violence (WCADV)
http://www.wcadv.org/; 608-255-0539; 307 S Paterson St #1

National Domestic Violence Hotline
http://www.thehotline.org/ or 1-800-799-SAFE (7233)

**Tutoring and Writing Resources**

Greater University Tutoring Services (GUTS)
http://guts.studentorg.wisc.edu/index.html; 608-263-5666

The UW Writing Center
http://writing.wisc.edu

Rights & Responsibilities Web Site
http://www.students.wisc.edu/rights/

**LBGBTIQ Services**

Lesbian, Gay, Bisexual, and Transgender Campus Center (LGBTCC)
http://lgbt.wisc.edu/; 608-265-3344; 123 Red Gym

OutReach: Lesbian, Gay, Bisexual, Transgender Community Center
http://www.lgbtoutreach.org/; 608-255-8582; 600 Williamson Street

**Additional Campus Resources**

Campus Safety Web Site
http://www.safeu.wisc.edu/

Campus Women’s Center (CWC)
http://campuswomenscenter.rso.wisc.edu; 608-262-8093

Multicultural Center
http://msc.wisc.edu/msc/; 608-262-4503; Red Gym, 2nd Floor

Movimiento Estudiantil Chican@ de Aztlan Mecha (MEChA)
mecha.uwmadison@gmail.com; 608-263-4830

Working Class Student Union
http://uwwcsu.com/; 608-890-2877
APPENDIX B: Women’s Global Health and Human Rights Online Resources

- Better World Campaign  
  http://www.betterworldcampaign.org/issues/millennium-development-goals/

- Center for Disease Control (CDC), Global Health  
  http://www.cdc.gov/GlobalHealth/

- International Center for Research on Women  
  http://www.icrw.org/?gclid=CN6Pzb-v-LECFcldTAodEnoAqw

- Gender, Women and Health. World Health Organization (WHO)  
  http://www.who.int/gender/en/

- Center for Health and Gender Equity (CHANGE)  
  http://www.genderhealth.org/

- Harvard School of Public Health  
  http://www.hsph.harvard.edu/women-gender-and-health/

- Canadian Institutes of Health Research (CIHR) Institute of Gender and Health  
  http://www.cihr-irsc.gc.ca/e/8673.html

- United Nations development Fund for Women. UN For Gender Equality and the Empowerment of Women  
  http://www.unwomen.org/

- Gender Inequality Index  

- The Guardian: Global Development  
  http://www.guardian.co.uk/world/interactive/2011/jun/15/gender-afghanistan

- Amnesty International for Women’s Rights  
  http://www.amnesty.org.uk/content.asp?CategoryID=10220

- One World: Gender and Development  
  http://www.amnesty.org.uk/content.asp?CategoryID=10220
I, ________________________________ [printed name], have read the attached syllabus and understand the objectives, requirements, deadlines, and grading criteria of the course.

___ Please, check here if you agree with the terms and conditions described in the syllabus for the use of your laptop in lecture.

Please, write your email: __________________________

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Signature

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Date